Bauhs, Sarah

EDT889

March 26, 2011

**Webquest: Animal Testing – A Necessary Evil or Just Pure Evil?**

**Descriptive Data**

* 8% Special Education
* 14% English Language Learners
* 23% Black/African American
* 27% Hispanic
* 4% Native American
* 6% Asian
* 57% Free Lunch; 11.3% Reduced Lunch (indicator of SES)

West Milwaukee Intermediate School is a 6-8 grade school. The school’s intermediate program is formatted after a K-8 elementary concept, where there are two-person teaching teams, less transitions, and greater student-teacher connections. However, this is only the case for 6th and 7th grade students. When they reach 8th grade, they have different teachers for each different subject area. I see all 90 of my students for 90 minutes each school day.

**Prior Requirements**

Students should already be able to:

* Use the Internet to access websites for information
* Use various digital tools to create a presentation (Glogster, Prezi, PowerPoint, Animoto, PhotoStory, etc)
* Use citationmachine.net in order to cite sources of their information

**Learning Objectives**

Students will be able to:

* Find information about their side of the issue of animal experimentation on the Internet using given website sources
* Communicate information and ideas about animal testing effectively to multiple audiences using a variety of media and formats.
* Synthesize the knowledge they have gained about animal testing in order to make an informed decision about whether or not they agree with animal experimentation for human benefit.

**Assessment of Student Learning**

* As students complete their research, group members will be monitoring each other and evaluating each others’ contributions and on-task behaviors. Each student will receive a daily rating (0-3 pts), which will be averaged and added to their final score on the grading rubric.
* There will be an overall grading rubric for the presentation, which includes various performance criteria.
* At the end of the project, students will compose a position paragraph that indicates their support for or against animal experimentation. They will include at least 3 reasons for their choice.

**Rationale**

The purpose of this project is to get students to research information, effectively debate an issue, be open to hearing and analyzing both sides of a controversial issue, and to synthesize the knowledge gained in order to make a difficult but informed decision.

**Materials and Equipment**

* Student access to animal testing webquest PowerPoint(created by teacher)
* Computers for each student with Internet access
* Group feedback forms (1 per student)
* Grading rubrics for webquest
* Projector
* Presentation materials (to be determined by each group)

**Procedure**

During this project, students will:

1. Be assigned to a group with 2 other co-workers (classmates) and their supervisor, Ms. Bauhs, will assign them a position on animal experimentation to argue. They will either be representing animals (against animal testing) or humanity (in support of animal testing).
2. Read the information from the Internet sites listed on the “Resources for Both Sides of the Animal Testing Issue” page of the webquest, and identify and describe in detail both sides of the animal-testing issue
3. Use the Internet sites given to research their side of the debate. If they’d like to look beyond these sites, they are welcome to do so. If they are doing this, they must make sure to use citationmachine.net to site their sources of information.
4. Decide on three solid arguments to support their side of the debate.  Explanations and examples should be included.
5. Organize their arguments. They should probably end with the one that is most powerful in order to have a lasting affect on the jury (classmates).
6. The group shall decide on how they would like to present their information using a digital tool of choice, and then create the presentation that they will give in court. They should consider the following questions: What presentation mode will have the greatest affect on your audience, and convince them to agree with your side of the issue? Will you create a PowerPoint? Video? Prezi? Digital Story? Students must site the sources that they used at the end of their presentation. They will gather the necessary information from each website and use citationmachine.net to do so.
7. On their court date, the classroom will be set up like a courtroom, with one group situated on one side, and the opponent group on the opposite side.
8. The judge, Ms. Bauhs, will toss a coin to decide who will present their argument first.
9. If presentation modes permit it, each side will present one argument at a time. The other side will be able to question your information, so be prepared by having as much knowledge about your side as possible. This process will be completed until each side has presented all 3 of their arguments.
10. After the presentation, each student in the presenting groups will also be asked to rate their group members on their helpfulness during the project.
11. The next 6 students will present their cases in the same fashion, until all groups have gone. This way, each student will have the chance to be a member of the trial, and a member of the jury.
12. To conclude the research project, students will write a position paragraph that indicates their decision on whether or not they are in support of animal experimentation. A rationale should be included that provides 3 or more reasons for their decision. This paragraph will be evaluated using the project-grading rubric.

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| --- | --- | --- | --- | --- |
|  | **Advanced** | **Proficient** | **Basic** | **Minimal**  **(Any work that meets less than these requirements will receive a zero)** |
| **Use of Digital Media in Presentation** | * Choice of technology was very appropriate for your presentation * Very effective at engaging and helping the jury to understand and sympathize with your side of the issue | * Choice of technology was appropriate for your presentation * Mostly effective at engaging and helping the jury to understand and sympathize with your side of the issue | * Choice of technology was slightly inappropriate for your presentation * Not very effective at engaging and helping the jury to understand and sympathize with your side of the issue | * Choice of technology was very inappropriate * Technology did not engage the jury or help them to understand and sympathize with your side of the issue |
| **Presentation Organization** | Extremely well-organized and insightful (presentation was clear, concise and logical) | Well-organized (presentation is mostly clear and is organized in a logical way) | Lacks organization in some areas (presentation lacks clarity or conciseness, some information is out of place) | Poorly organized (presentation is unfocused, rambling) |
| **Understanding of Material** | * The team clearly understood the topic in-depth and presented their information forcefully and convincingly * Able to answer all questions from the jury or the opposing side | * The team clearly undestood the topic in-depth and presented their information with ease. * Able to answer most questions from the jury or the opposing side | * The team seemed to understand the main points of the topic and presented those with ease. * Able to answer some questions from the jury or opposing side | * The team did not show an adequate understanding of the topic. * Able to answer few questions from the jury or opposing side |
| **Work Cited** | Cites all sources of information accurately and completely | Cites most sources of information accurately and completely | Cites several sources of information inaccurately or incompletely, or cites only some sources | Cites most sources of information inaccurately or incompletely, or does not cite many sources |
| **Topic and Issue(s) of Animal Testing** | Identifies and describes in detail both sides of the animal-testing issue | Identifies and describes both sides of the animal-testing issue | Identifies both sides of the animal- testing issue, but does not describe it. | Does not identify both sides of the animal testing issue. |
| **Facts of the Case** | * Presents and explains 3 supporting arguments for your position * Includes thorough details and relevant data and information * All facts are correct | * Presents and explains 2 supporting arguments for your position * Includes sufficient details and relevant data and information * Contains a few errors | * Presents and explains 1 supporting argument for your position; * Gives insufficient detail and relevant data and information * Contains numerous errors | * Only presents supporting arguments for your position, but does not explain. * Lacks detail and relevant data and information * Contains serious errors |
| **Member of the Jury** | * No off-task or distracting behaviors * Asks questions in an appropriate way * All questions are appropriate | * 1 off-task or distracting behaviors * Most questions are asked appropriately * All questions are appropriate | * A few off-task or distracting behaviors * Some questions are asked appropriately * Some questions are inappropriate | * Many off-task or distracting behaviors * Many questions are asked inappropriately * Many questions are inappropriate |
| **Position Paragraph** | Defines and explains 3 reasons for your decision | Defines and explains 2 reasons for your decision | Defines and explains 1 reason for your decision | Defines reasons for your decision, but you do not explain or give examples |

**Presentation and Position Paragraph Grading Rubric**

**Individual Participation Points**

# of Daily Points Earned / # of Daily Points Possible (3 X Number of Project Days)

\_\_\_\_\_\_\_\_\_\_\_\_ /\_\_\_\_\_\_\_\_\_\_\_\_\_

Individual Participation Points Earned:

**Overall Project Grade**

Individual Participation Points + Presentation and Position Paragraph Points:

Total Points Possible (Total Individual Participation Points + Grading Rubric Points):

Grade:

**(Name)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s Daily Evaluation Sheet**

**Week of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3 Points-**

* Always stays focused on the task and what needs to be done.
* Does all of his/her fair share of work
* Is always respectful to others

**2 Points-**

* Focuses on the task and what needs to be done most of the time.
* Does most of his/her fair share of work
* Is respectful to others most of the time

**1 Point-**

* Focuses on the task and what needs to be done some of the time.
* Does some of his/her fair share of work
* Is disrespectful to the group some times

**0 Points-**

* Rarely focuses on the task and what needs to be done.
* Does none of his/her fair share of work
* Often shows disrespect toward his or her group members

|  |  |  |  |
| --- | --- | --- | --- |
|  | Group Member 1 | Group Member 2 | Today’s Average |
| Monday |  |  |  |
| Tuesday |  |  |  |
| Wednesday |  |  |  |
| Thursday |  |  |  |
| Friday |  |  |  |
|  |  |  | Total  Earned  Points  this  Week: |